

**General Course Information:**

Course Title/Number: Medical Terminology/56211  
Date of Last Revision: January 2000  
Course Length: 1 semester  
Committee Members: Linda Chui, Laura Brown, Kay Gorday, Christy Ross  
Required Text: Gylys, B and Masters, R.  
*Medical Terminology Simplified: A Programmed Learning Approach by Body Systems*  
2<sup>nd</sup> Edition w/ audiotapes and CD-ROM  
F.A. Davis Company, 1998  
Grade Level: 10 - 12

**Course Description:**

In this one semester elective offered through Health Careers Education, students will learn the language of medicine. The student will learn to define and use medical terminology correctly and will become proficient in spelling and pronouncing medical terms. A programmed learning approach along with audiotapes, CD-ROMs, videos, student presentations, computer labs, and a field trip will provide a solid foundation in medical terminology for any student considering a health career.

**Course Rationale:**

Medical terminology provides a common language throughout health care. All health care providers must be proficient in this language in order to communicate effectively--from the entry-level employee who has minimal skills to the professional. According to the US Bureau of Labor, health careers will be among the careers with the fastest growth during the next decade. The greatest demand will be for health care workers whose post-secondary education/training is completed in two years or less through a community college, vocational-technical program, or on-the-job training. Mastering medical terminology would benefit these students, preparing them for an entry-level position or for post-secondary education.

**Standards:**

The program area's curriculum is written in a competency-based format. The student receives a proficiency level based on the following scale:

- 4 = Can perform competency independently with no additional training.
- 3 = Can perform competency independently during training.
- 2 = Has practical competency during training with additional training needed.
- 1 = Received general information.

Revised January 2003

Standard A: Demonstrating competency in medical terminology related to the digestive system. (2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the digestive system.
- Task 2: Using the audiotape, interpret the digestive system terms.
- Task 3: Practice transcribing the terms and abbreviations.
- Task 4: Perform the related activities using the interactive CD-ROM.
- Task 5: Label the main and accessory organs of the digestive system on a diagram.

Benchmark: Receive a competency achievement score of 80% on the unit test.  
(Level 3)

Standard B: Developing skills using urinary system terms. (2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the urinary system.
- Task 2: Using the audiotape, interpret the urinary system terms.
- Task 3: Transcribe the terms for the urinary system using the tape.
- Task 4: Using the interactive CD-ROM, perform the urinary system activities.
- Task 5: Demonstrate the urinary system terms using the torso.

Benchmark: Complete the unit assessment with 80%. (Level 3)

Standard C: Identifying medical terms related to the integumentary system. (2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the integumentary system.
- Task 2: Using the audiotape, interpret the terms related to the integumentary system.
- Task 3: Practice transcribing the integumentary system terms.
- Task 4: Perform the activities related to the integumentary system using the interactive CD-ROM.
- Task 5: Identify terms related to the pathology of the integumentary system.

Benchmark: Complete the unit learning packets. (Level 3)

Standard D: Relating medical terminology to the reproductive system. (2 weeks)  
(ISTEP+ Math 10.1, 10.2, 10.3, 10.9, L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the reproductive system.
- Task 2: Listen to and interpret the reproductive system terms on the audiotape.
- Task 3: Transcribe the medical terms describing the reproductive system accurately.
- Task 4: Using the interactive CD-ROM, examine the male and female reproductive systems and related terms.
- Task 5: Interpret a medical record related to the reproductive system.
- Task 6: Identify the organs/terms of the male and female reproductive systems on the torso.

Benchmark: Explain a medical record to the class. (Level 3)

Standard E: Examining medical terminology used with the respiratory system. (2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the respiratory system.
- Task 2: Using the audiotape, interpret the respiratory system terms accurately.
- Task 3: Practice transcribing the terms related to the respiratory system.
- Task 4: Perform the activities related to the respiratory system using the interactive CD-ROM.
- Task 5: Prepare and present a role-play communicating correct medical terminology related to the respiratory system.

Benchmark: Perform a role-play using correct medical terminology. (Level 3)

Standard F: Applying medical terms to the endocrine and nervous systems. (2 weeks)  
(ISTEP+ Math 10.1, 10.2, 10.3, 10.9, L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the endocrine and nervous systems.
- Task 2: Using the audiotape, interpret the medical terms related to the endocrine and nervous systems.
- Task 3: Transcribe the endocrine and nervous system terms accurately.

- Task 4: Using the interactive CD-ROM, complete the activities related to the endocrine and nervous systems.
- Task 5: Develop and present a game using medical terminology related to the endocrine and nervous systems.
- Benchmark: Prepare and present a learning activity using endocrine and nervous system terms. (Level 3)

Standard G: Exploring the medical terms used to describe the musculoskeletal systems.  
(2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the musculoskeletal system.
- Task 2: Using the audiotape, interpret the musculoskeletal system terms accurately.
- Task 3: Practice transcribing the musculoskeletal system terms.
- Task 4: Perform the related activities using the interactive CD-ROM.
- Task 5: Identify the musculoskeletal system terms on the torso and skeleton.
- Task 6: Prepare and present a role-play communicating correct medical terminology related to the muscular and skeletal systems.
- Benchmark: Achieve 80% competency on the unit test. (Level 3)

Standard H: Describing the cardiovascular and lymphatic systems using medical terms.  
(2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on the cardiovascular and lymphatic systems.
- Task 2: Using the audiotape, interpret the medical terms related to the cardiovascular and lymphatic systems
- Task 3: Transcribe the cardiovascular and lymphatic systems terms accurately.
- Task 4: Perform the activities relating to the cardiovascular and lymphatic systems using the interactive CD-ROM.
- Task 5: Prepare and present a role-play communicating correct medical terminology related to the cardiovascular and lymphatic systems.
- Benchmark: Perform a role-play using correct medical terminology. (Level 3)

Standard I: Developing skills using medical terminology related to the eyes and ears.  
(2 weeks)  
(ISTEP+ L.A. 10.1, 10.3, 10.6, 10.8, 10.9, 10.10, 10.17)

- Task 1: Complete the programmed learning unit on medical terms related to the eyes and ears.
- Task 2: Using the audiotape, interpret the medical terms related to the eyes and ears.
- Task 3: Transcribe the medical terms related to the eyes and ears accurately.
- Task 4: Perform the activities relating to the eyes and ears using the interactive CD-ROM.
- Task 5: Develop and present a game using medical terminology related to the eyes and ears.

Benchmark: Achieve an 80% on the unit test. (Level 3)

#### Supplemental Resources:

- Torso
- Skeleton
- Anatomical Models
- Videos:
  - Emergency!*
  - Hospital*
  - Maternity Ward*
  - Trauma: The Real ER*
- CD-ROM:
  - A.D.A.M.*
- Field trip:
  - Columbus Regional Hospital
  - Central Processing
  - Food Service
  - Medical Imaging
  - Medical Laboratory
  - Nursing
  - Rehabilitation
- Guest speaker
  - Kidney dialysis/transplant

## Curriculum Standards:

This course uses the national Secretary Commission on Achieving Necessary Skills (SCANS) as the standards of assessment. These standards were developed after a U.S. Department of Labor study identified major work competencies, foundation skills, and personal qualities critical to solid job performance and upward mobility.

### Scans Competency Checklist

#### Safety Skills:

- ☐ Keeps work area clean
- ☐ Fire drill procedure
- ☐ Reports dangerous conditions
- ☐ Security measures
- ☐ Machine operation/maintenance

#### Basic Skills:

- ☐ Reading
- ☐ Writing
- ☐ Arithmetic/Mathematics
- ☐ Listening
- ☐ Speaking

#### Thinking Skills:

- ☐ Creative Thinking
- ☐ Decision making
- ☐ Problem solving
- ☐ Seeing things in mind's eye
- ☐ Knowing how to learn
- ☐ Reasoning

#### Personal Qualities:

- ☐ Responsibility
- ☐ Self-esteem
- ☐ Sociability
- ☐ Self-management

#### Resources:

- ☐ Allocates time
- ☐ Allocates money
- ☐ Plans material/facility needs
- ☐ Identifies human resources

#### Interpersonal:

- ☐ Participates as team member
- ☐ Teaches others new skills
- ☐ Serves clients/customers
- ☐ Exercises leadership
- ☐ Negotiates
- ☐ Works with diversity

#### Information:

- ☐ Acquires/evaluates information
- ☐ Organizes/maintains information
- ☐ Interprets information

#### Systems:

- ☐ Understands systems
- ☐ Monitors/corrects performance
- ☐ Improves/designs systems

#### Technology:

- ☐ Selects technology
- ☐ Applies technology to task
- ☐ Maintains/troubleshoots

## **Anatomy Demonstration Scenario**

Standard B: Developing skills using urinary system terms.

Task 5: Demonstrate the urinary system terms using the torso.

Standard D: Exploring the medical terms used to describe the male and female reproductive systems.

Task 6: Identify the organs/terms of the male and female reproductive systems on the torso.

After completing the programmed learning unit, audiotapes, and CD-ROM activities, the student will demonstrate the terms to the class during review.

The benchmark will be accomplished if the student achieves 80% competency on the unit test.

### **Scans Competency Checklist**

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#### **Basic Skills:**

- ☐ Reading
- ☐ Writing
- ☐ Arithmetic/Mathematics
- ☐ Listening
- ☐ Speaking

#### **Thinking Skills:**

- ☐ Creative Thinking
- ☐ Decision making
- ☐ Problem solving
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- ☐ Knowing how to learn
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#### **Personal Qualities:**

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#### **Resources:**

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#### **Interpersonal:**

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## Role Play Scenario

- Standard G: Exploring the medical terms used to describe the musculoskeletal systems.  
Task 6: Prepare and present a role-play communicating correct medical terminology related to the muscular and skeletal systems.
- Standard H: Describing the cardiovascular and lymphatic systems using medical terms.  
Task 5: Prepare and present a role-play communicating correct medical terminology related to the cardiovascular and lymphatic systems.

Each student will be randomly select a disorder. The student will prepare a role-play that incorporates correct medical terminology related to a disorder. The role-play will identify the disorder and disease mechanism, etiology, diagnostic procedures, related anatomy and physiology, treatment options, and prognosis.

The role-play will be evaluated for accuracy, completeness, creativity, and presentation. The benchmark will be achieved if the above criteria are met.

## Scans Competency Checklist

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- ☐ Writing
- ☐ Arithmetic/Mathematics
- ☐ Listening
- ☐ Speaking

### Thinking Skills:

- ☐ Creative Thinking
- ☐ Decision making
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### Personal Qualities:

- ☐ Responsibility
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### Resources:

- ☐ Allocates time
- ☐ Allocates money
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### Interpersonal:

- ☐ Participates as team member
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## Learning Activity Scenario

- Standard F: Applying medical terms to the endocrine and nervous systems.  
Task 5: Develop and present a game using medical terminology related to the endocrine and nervous systems.
- Standard I: Developing skills using medical terminology related to the eyes and ears.  
Task 5: Develop and present a game using medical terminology related to the eyes and ears.

Each student will be assigned randomly to a team which will design a learning activity/game that utilizes the terminology of the appropriate unit/system. The students will demonstrate the activity/game to the class and will supervise the class as the students use the activity/game.

The activity/game will be evaluated for content (accuracy/completeness), creativity, neatness, participation of class, and presentation (clear, concise, eye contact, voice). The benchmark will be achieved if the above criteria are met.

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